



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential.

Assessment for Learning and Feedback & Marking Policy Key Stage One and Key Stage Two

Reviewed: September 2023

Next review: September 2024

Signed: Chair of Governors:

Assessment

National Curriculum

Teachers in Y1-Y6 will track the achievements and progress of all pupils in every subject within the National Curriculum and RE. At Grateley Primary we experience higher than usual pupil turbulence, therefore the school has an additional policy of screening and assessing pupils who enter out of phase. This policy needs to be read in conjunction with this.

Continuous Diagnostic Assessment

Continuous Diagnostic Assessment is designed to:

Gain an in-depth insight into learner's thinking & understanding;

Diagnose errors, gaps, misconceptions, barriers & provide the teacher with an insight as to how to address them;

Provide learners with insightful feedback and guidance as to how to improve;

Provide information whereby teachers can flexibly group pupils on a day to day basis according to their ongoing assessments.

Pre assessments are undertaken in English and maths prior to a Unit of Learning. This is to initially identify the pitch required to challenge all learners and to identify specific groups for that National Curriculum objective(s). This will take form as a 'cold task' on blue paper in English.

Within lessons, assessment driven adjustments should be made to planning, provision and groupings, so that pupils are given further deliberate practice or moved onto an enrichment challenge as appropriate.

Flexible groupings, guided groups and split inputs are a key feature of best practice at Grateley Primary School. Here teachers group children according to assessment from the lesson before, ongoing assessment and within lessons. This ensures the learning is matched closely to their changing needs.

Head Start Assessments in Reading and Maths are used to secure judgements and identify gaps in learning each term.

These **summative** assessments along with regular **on-going formative** assessment are used to complete the objectives and steps progress assessments on our assessment software, Target Tracker. For example at the end of each unit of work it shows which children are working towards/apprentice; mastering or showing a deeper understanding (fluent, accurate, flexible application across a range of contexts, whilst evaluating its use and creating new learning and links to current understanding) .

Every 4 weeks, class teachers will have **Pupil Progress Meetings** with either the Headteacher, Amelia Norman, where children not on track will be identified and interventions put in place. At the end of each phase the class teacher will evaluate pupil's progress and ensure the tracking on Target Tracker is completed, this will be the assessment Milestones (data drops). Where pupils are working below their current year group, teachers will use Target Tracker to analyse gaps with the aim of accelerating progress in those areas in the next few weeks (in class intervention).

Moderation and Evidence

The head teacher and subject leaders will carry out internal moderation of teacher assessments. This will involve looking at examples of independent and supported work from across the curriculum and across the academic year. The judgement as to whether a pupil meets a statement is made through **consistent performance** across a **collection of evidence** and not on individual pieces.

This moderation will involve:

- Pupils' books and other work;
- Observations;
- Specific tests / assessments/screens;
- Professional dialogue;
- Pupil conversations.

There will also be **informal external moderation** with colleagues (head teachers, subject leaders and class teachers) from other schools, both locally and across Hampshire. Teachers in statutory assessment years will also attend Hampshire County Council formal moderations. It is the class teacher's responsibility to ensure that moderated work is collated and robust records kept of moderations including informal. It is subject leaders and the Assessments Leaders responsibility to ensure that these are collated and robust.

Aims, standard and aspirations

All pupils in **YR** are expected to achieve the Early Learning Goal (**ELG**) in reading, writing, and number if they have achieved the Early Learning Goal in the Prime Areas. This will enable them to achieve a Good Level of Development (**GLD**) unless they have a significant SEND need.

We aim for all pupils to achieve **Aged Related Expectations (ARE)** in reading, writing, maths and science. For those pupils who are not on track to reach this, teachers are expected to provide alternative and/or additional support to ensure they catch up quickly. Where children are off-track teachers must inform parents so that they can contribute towards supporting their child and are kept updated as to how the school is supporting their child make progress.

We aim for all pupils in **Y1-Y6** who have been identified as *Higher Attaining* pupils (*previously More Able*) to go deeper than ARE in reading, writing or maths (whichever of the three subjects they are identified in).

Pupils who have a significant **SEND** need may not reach Age Related Expectations; we aim for them make at least expected progress from the end point of the previous academic year (3+ phases of progress) in a year. For pupils with identified SEND we aim for them to make better than expected progress so that they catch-up over time where this is possible.

The school's **IDSR, FFT** and **Perspective Light** data will be frequently analysed by the Head teacher. This analysis will be shared with the Senior Leadership Team (SLT) and Full Governing Body (FGB).

Core Assessment Timetable

	Core Assessment	Other subjects and screens
September	Review assessments from previous teacher Complete FFT tracking document and Transition Matrices Year 1 - review EYFS Windshields and Assessment Data against EYFS Profiles Implement/write Plan, Do, Reviews for SEN pupils - share with parents	Analyse New Group Reading Tests from Summer term and carry out Miscue Analysis for reading for concerns

	<p>Pupil Progress Meetings Review progress of pupils from previous years statutory assessments share with FGB Little Wandle Phonics assessments in EYFS and KS1</p>	Analyse any pupils screened in summer term for maths and plan catch-up
October	<p>DATA DROP Review progress against Autumn objectives and previous years objectives for lower attaining pupils Review core assessments at end of half term. Pupil Progress Meetings Update and review Plan, Do, Review documents –share with parents Parents Evening - report outcomes from Autumn</p>	<p>Phonics Screen Year 1 Update Science tracking End of unit assessments for foundation <i>subjects and RE</i> Dyslexia Screening using DEST for Year One Pupils -share outcomes with parents and plan SIDNEY Interventions if appropriate Update Science tracking End of unit assessments for foundation subjects and RE</p>
November Early	<p>Complete FFT tracking document and Transition Matrices Pupil Progress Meetings HT reports outcomes to Governors Little Wandle Phonics assessments in EYFS and KS1</p>	<p>Reading and spelling ages KS2 pupils Subject leaders analyse data from subjects</p>
December	<p>DATA DROP Update and review Learning journeys -share with parents Pupil Progress Meetings Review progress of pupils who have not completed Autumn 1 objectives – adjust Complete FFT tracking document and Transition Matrices</p>	<p>Update Science tracking End of unit assessments for foundation subjects and RE Phonics Screen</p>
January/ February	<p>DATA DROP Pupil Progress Meetings Review Plan, Do, Review documents for children with SEND and share with parents Parents Evening - report outcomes from Autumn / Spring 1 Review progress of pupils who have not yet mastered Autumn objectives and/or not yet working on Spring objectives - inform parents if off track Current attainment reported to governors IDSR validated shared with governors (dependent on publication) Complete FFT tracking document and Transition Matrices Little Wandle Phonics assessments in EYFS and KS1</p>	<p>Update Science tracking End of unit assessments for foundation <i>subjects and RE</i> <i>Phonics Screens</i> Miscue analysis for reading for KS1, Year 3 and concerns in Y4-6 Re-screen for maths Subject leaders analyse data from subjects Reading and spelling ages KS2 pupils Year 1 phonics screen</p>
March	<p>Pupil Progress Meetings Complete FFT tracking document and Transition Matrices</p>	<p>Update Science tracking End of unit assessments for foundation <i>subjects and RE</i></p>
April	<p>DATA DROP Pupil Progress Meetings Review progress of pupils who have not yet mastered Autumn objectives and/or not yet working in Spring objectives - meet with parent of pupils working below ARE and SEND pupil parents. Spring outcomes reported to governors Complete FFT tracking document and Transition Matrices Little Wandle Phonics assessments in EYFS and KS1</p>	<p>End of unit assessments for foundation subjects and RE Phonics Screens</p>
May	<p>Statutory Assessments Y2 and 6 Complete FFT tracking document and Transition Matrices</p>	<p>Update Science tracking End of unit assessments for foundation <i>subjects and RE</i></p>
June/July	<p>DATA DROP Pupil Progress Meetings – next year Statutory Phonics screen Year 1 Complete FFT tracking document and Transition Matrices End of year data analysis for SATs and core assessment End of Year reports for parents End of year report to governors (July once reported by DfE) Transition meetings for teachers Little Wandle Phonics assessments in EYFS and KS1</p>	<p>New Group Reading Test screen End of unit assessments for foundation subjects and RE</p>

Learning through feedback/marking

Marking and Feedback

All learners have the right to feedback on their learning and guidance on how to improve. This is a core responsibility of the class teacher as well as classroom learning support staff. All professionals working with children are expected to annotate the learning journey of children; influencing the marking and feedback process.

At Grateley Primary School we believe that characteristics of effective feedback are:

- ✓ Immediate feedback where possible;
- ✓ Show successes and improvement against success criteria and ongoing targets linked to the Phase Model of Assessment;
- ✓ Feedback should take place throughout the lesson challenging, supporting and revealing/developing misconceptions;
- ✓ Leads to improvement both within the lesson and across time.

Pupils must know how to improve and be given discrete time to improve - pupils should have daily opportunities to respond to marking

Within English pupils are expected to practice and correct key spellings (the number and type of spellings will be decided by the class teacher); correct punctuation and grammar, as well as editing to improve composition and effect.

We use the following to provide feedback and develop children's self-evaluation skills:

- ✓ **Colour marking (yellow – golden ideas) this should be a mixture of adult feedback and pupil self-marking;**
- ✓ **We use a generic marking code throughout the school (displayed in classes);**
- ✓ **Teacher marking and feedback is shown in purple with pupils making small improvements using green and longer improvements using pencil.**

Strong marking shows a clear strand of rapid and sustained improvement both within the piece and over successive work both within the subject but also within other subjects e.g. applied within English writing but also in history.

During a unit of work marking will be in-depth for key pieces and show genre specific and generic (ongoing) improvements. End of unit outcomes will focus on celebration, improvements and longer term targets.

Subject leader, as part of their monitoring cycle, will evaluate the impact of marking and feedback in their subject and in line with other subjects. Any developments, areas of strength or action will be communicated to staff through staff meetings and e-mails

N5's

N5's are used to allow pupils to make corrections to aspects of their learning such as spellings, calculations, letter/number formation etc. Children are given time at the start of the morning or lesson, to fix the key area. These are used to challenge and extend children's learning where necessary or possible but are not expected on every piece of work..

House Points and Dojos

House points are used to recognise achievements in an individual child behaviour in and outside of the classroom. Dojos are used to recognise positive learning behaviours as well as achievements in a child's learning and progress.

